

DTIC

LECTE

AD-A265 396 JN 8 1993



C

D

2

**STUDY
PROJECT**

The views expressed in this paper are those of the author and do not necessarily reflect the views of the Department of Defense or any of its agencies. This document may not be released for open publication until it has been cleared by the appropriate military service or government agency.

**THE EFFECT OF COMBAT
ON THE DEVELOPING PERSONALITY**

BY

LIEUTENANT COLONEL LEONARD J. RUOTOLO
Pennsylvania Army National Guard

DISTRIBUTION STATEMENT A:

Approved for public release.
Distribution is unlimited.

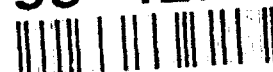
USAWC CLASS OF 1993



U.S. ARMY WAR COLLEGE, CARLISLE BARRACKS, PA 17013-5050

93 6 07 139

93-12785



REPORT DOCUMENTATION PAGE

Form Approved
OMB No. 0704-0188

1a. REPORT SECURITY CLASSIFICATION UNCLASSIFIED			1b. RESTRICTIVE MARKINGS		
2a. SECURITY CLASSIFICATION AUTHORITY			3. DISTRIBUTION / AVAILABILITY OF REPORT APPROVED FOR PUBLIC RELEASE. DISTRIBUTION IS UNLIMITED.		
2b. DECLASSIFICATION / DOWNGRADING SCHEDULE			5. MONITORING ORGANIZATION REPORT NUMBER(S)		
4. PERFORMING ORGANIZATION REPORT NUMBER(S)			7a. NAME OF MONITORING ORGANIZATION		
6a. NAME OF PERFORMING ORGANIZATION U.S. ARMY WAR COLLEGE		6b. OFFICE SYMBOL (if applicable)	7b. ADDRESS (City, State, and ZIP Code)		
6c. ADDRESS (City, State, and ZIP Code) ROOT HALL, BUILDING 122 CARLISLE, PA 17013-5050			9. PROCUREMENT INSTRUMENT IDENTIFICATION NUMBER		
8a. NAME OF FUNDING / SPONSORING ORGANIZATION		8b. OFFICE SYMBOL (if applicable)	10. SOURCE OF FUNDING NUMBERS		
8c. ADDRESS (City, State, and ZIP Code)			PROGRAM ELEMENT NO.	PROJECT NO.	TASK NO.
			WORK UNIT ACCESSION NO.		
11. TITLE (Include Security Classification) THE EFFECT OF COMBAT ON THE DEVELOPING PERSONALITY					
12. PERSONAL AUTHOR(S) LIEUTENANT COLONEL LEONARD J. RUOTOLO					
13a. TYPE OF REPORT STUDY PROJECT		13b. TIME COVERED FROM _____ TO _____		14. DATE OF REPORT (Year, Month, Day) 93/04/23	
				15. PAGE COUNT 34	
16. SUPPLEMENTARY NOTATION					
17. COSATI CODES			18. SUBJECT TERMS (Continue on reverse if necessary and identify by block number)		
FIELD	GROUP	SUB-GROUP			
19. ABSTRACT (Continue on reverse if necessary and identify by block number) SEE REVERSE SIDE OF FORM.					
20. DISTRIBUTION / AVAILABILITY OF ABSTRACT <input type="checkbox"/> UNCLASSIFIED/UNLIMITED <input type="checkbox"/> SAME AS RPT. <input type="checkbox"/> DTIC USERS			21. ABSTRACT SECURITY CLASSIFICATION UNCLASSIFIED		
22a. NAME OF RESPONSIBLE INDIVIDUAL DR. H. F. BARBER, PROJECT ADVISER			22b. TELEPHONE (Include Area Code) 717/245-3478		22c. OFFICE SYMBOL AWCAA

Although the great majority of physiological development of the individual is completed just prior to or during adolescence, his personality is still undergoing crucial formative processes.

It is during this time when most young men are called to initial military service. Further, men of this critical age period are most often those engaged in direct combat.

The practice of putting these men into direct combat can cause arrest and deformation of their developing personalities. These men are then put at further risk by releasing them back to society without sufficient readjustment and rehabilitation.

There should be a program, initiated in the active military, which treats the combat veteran, particularly the ones obviously traumatized to regain a sense of the real world and its expectations, prior to release. This program could also continue with mandatory reserve component unit participation for a specified period. Finally, there should be followup by the Veterans Administration to ensure rapid and effective transition back to civil life. This will involve a multi component and multi agency approach, an obvious and difficult paradigm shift, but one which could save build productive lives capable of contributing to our nation's future.

USAWC MILITARY STUDIES PROGRAM PAPER

The views expressed in this paper are those of the author and do not necessarily reflect the views of the Department of Defense or any of its agencies. This document may not be released for open publication until it has been cleared by the appropriate military service or government agency.

THE EFFECT OF COMBAT ON THE DEVELOPING PERSONALITY
AN INDIVIDUAL STUDY PROJECT

by

Lieutenant Colonel Leonard J. Ruotolo
Pennsylvania Army National Guard

Dr. Herbert Barber
Project Adviser

DISTRIBUTION STATEMENT A: Approved for public release; distribution is unlimited.

U.S. Army War College
Carlisle Barracks, Pennsylvania 17013

DTIC QUALITY INSPECTED 2

Accession For	
NTIS CRA&I	<input checked="checked" type="checkbox"/>
DTIC TAB	<input type="checkbox"/>
Unannounced	<input type="checkbox"/>
Justification	
By	
Distribution /	
Availability Codes	
Dist	Avail and/or Special
A-1	

ABSTRACT

AUTHOR: Leonard J. Ruotolo, LTC, PAARNG

TITLE: The Effect of Combat on The Developing Personality

FORMAT: Individual Study Project

DATE: 23 April, 1993 PAGES: 32 CLASSIFICATION: Unclassified

Although the great majority of physiological development of the individual is completed just prior to or during adolescence, his personality is still undergoing crucial formative processes.

It is during this time when most young men are called to initial military service. Further, men of this critical age period are most often those engaged in direct combat.

The practice of putting these men into direct combat can cause arrest and deformation of their developing personalities. These men are then put at further risk by releasing them back to society without sufficient readjustment and rehabilitation.

There should be a program, initiated in the active military, which treats the combat veteran, particularly the ones obviously traumatized to regain a sense of the real world and its expectations, prior to release. This program could also continue with mandatory reserve component unit participation for a specified period. Finally, there should be followup by the Veterans Administration to ensure rapid and effective transition back to civil life. This will involve a multi component and multi agency approach, an obvious and difficult paradigm shift, but one which could save build productive lives capable of contributing to our nation's future.

INTRODUCTION

The purpose of this paper is not to revolutionize military psychology or to propose that something new has been discovered in the field. Its purpose is to begin with an interrogative and then offer a hypothesis on the cause-effect relationship between combat experience and personality development.

The hypothesis will be supported by citing works both from science and the arts. Both of these type sources are felt to be valid; one as accepted theory within the academic psychological community, and the other as the accepted artful expression of man's collective experience during a great event or epoch. The former data source is derived by empirical scientific research. The latter is derived from the personal experience of an author, or his expression of collected oral tradition, gathered from those with personal experience. Combat Stress Reaction(CSR) will then be described, and its currently accepted treatment methods briefly discussed, as they pertain to the returning veteran. The paper will conclude with a proposal of a mechanism for helping the combat veteran return to the real world, regain his place in society, and continue to develop and grow as a whole human being.

THE INTERROGATIVE

Can combat experience have an effect on the developing human personality? If it can, then what is the cause-effect relationship? Can the degree of effect be predicted? Can it be mitigated before the fact? Finally, how can it be undone after the fact?

THE HYPOTHESIS

"Combat experience can cause arrested or abnormal development of the human personality, either temporary or permanent. The type and extent of arrest is determined by the degree and adequacy of psychological development of the individual at induction during wartime. This arrest will be delayed if the individual enters military service during peacetime and there is subsequent transition to war."

PREVIEW

The term "psychological development" is a broad one, used in this context to encompass both the current developmental period of the individual's life, and his degree of progress within that period. For purposes of this paper, the period considered is generally the latter part of the adolescent period (17-19 years), and the beginning of young adulthood (20-21 years). This age spread covers the vast majority of new inductees, and the average ages of those at the "foxhole" level of military service.

The intent of this study is to bring attention to two particular types of individuals. The first is the "Late Maturer". This individual is one who although completely normal as measured against accepted standards, achieves developmental milestones later than his peers. The other individual is he whose development was not a balanced one due to a lack of one or more necessary conditions in his earlier life.

A general review of the literature follows. Its purpose is to describe those currently accepted aspects of the late adolescent and early adulthood periods of personality development. The intent of the review is to demonstrate the complexity of this period during which simultaneous physical, mental, social, and psychological development occur.

PHYSICAL AND MENTAL DEVELOPMENT

In the physical development area, the human achieves nearly all of his final development during the adolescent period, with some overlap into early adulthood. Males experience their most rapid growth period after age 15, and achieve nearly all of their adult height by age 21.¹ Males achieve nearly all of their boney skeletal development by age 19.² The Digestive and circulatory system experience rapid growth and increased capacity during adolescence.³ And while the heart nearly doubles in size by age 18, the end of physical adolescence evidences 95 percent of adult brain weight.⁴ Vital capacity of the lungs also increases rapidly during adolescence.⁵

Also during the adolescent period there is development of the primary and secondary sex characteristics. This process is one of the sources of inner conflict and anxiety of the individual because of a developing identity reacting to culturally determined gender stereotypes.⁶ It is common for adolescents to experience feelings of self-consciousness and insecurity in light of sexual changes.

Mental or intellectual development likewise undergoes a quantum change during adolescence. The individual's ability to acquire and use knowledge nears its maximum capacity. Quantitative and qualitative cognitive advancements are also notable. The quantitative changes are represented by an increase in well differentiated mental abilities. The qualitative changes are manifested as a vast increase in the individual's ability to effectively deal with a variety of problem solving situations, especially of an abstract nature.

The ability to conduct formal thought comes as a result of the developed ability to integrate all past intellectual operations. The individual who is well developed is now liberated from thoughts in the concrete and can deal with the non-present and the future. Important components of this mental development are the abilities to develop theories, and to adapt to reality. This encompasses handling of hypotheses and reasoning removed from present observations.⁷ The difference in mental capability between child and adolescent is that the former can reason about "what is", while the latter can imagine "what might be".⁸

Admittedly, this relationship between physical and psychological development, although neatly quantified above, cannot be exactly predicted or measured for an individual, let alone a group. The occurrences may even slip chronologically. It has been recognized that broad general phases exist, but also that within these phases, an individuals can be an early or late maturer. Earlier maturers in the adolescent phase have been observed to be more adept at social adjustment and have a greater capacity for leadership.⁹ Perhaps of even greater import is the observation that many late maturers generate poor self image, are socially backward, and have difficulty getting along with peers.¹⁰

PERSONALITY AND SOCIAL DEVELOPMENT

Social development is an important part of overall personality development. Three aspects of social development occur during the adolescent period and can overlap into young adulthood. First there is the five part processes of establishing SELF, or personal identity.^{11, 12, 13, 14} The second aspect concerns Family Experience, when family relationships and interaction (as opposed to socioeconomic status), and their effects on the individual's self-confidence and independence are challenged and influenced. And finally, Peer Group interaction, encompassing heterosexual relationships and the struggle for group acceptance.

PERSONAL IDENTITY OR "SELF"

Of the five aspects of SELF¹⁵, the Material Self is of relevance to this study only insofar as the individual's central and peripheral nervous systems mature in normal fashion, linking his conscious mind to the body's sensory end organs. This permits normal sense of environmental conditions, body needs, and positional awareness. Persons not deemed to be within normal limits in these areas would not normally be admitted into the military service.

The second aspect, or Psychological Self consists of an interrelated set of attitudes, beliefs, judgements, and so forth. It is the individual's view of who he is, and provides a standard against which all information is judged. All experience is interpreted against this standard provided by the Self. The individual's evaluations of all aspects of himself are determined by his own past experiences and ideas of what he ought to be. And how an individual defines himself is greatly determined by how others react to him and label him. However, his reactions to the reactions of others are modified by his own evaluation of others and his view of himself. It becomes a cyclic evaluative process and is particularly dynamic in adolescence and early adulthood.

The third aspect of SELF is a Thinking and Emotional Self. This has been described as the very core of SELF. As opposed to the psychological self, the thinking self focuses on the processes of thinking, comparing, imagining, and sensing, not on

the end result or meaning of those processes. It has been further described as the experience of experiencing. The data points gained during this process are further used as additions to the psychological self's data base and if they result from interpersonal relationships, they affect the social self.

The fourth aspect of self is the Social Self. A person's interactions with others are the most significant influence on the formation of the self. For instance, when a person is in uniform, his social self is, in large part, a consequence of the role he is playing. In fact, a person's identity can be greatly modified if those in his social environment change the way they label him and respond to him. An example of this is the way many Vietnam veterans withdrew from society after receiving negative reactions to them by U.S. citizenry upon their return from the war.

The fifth aspect of SELF is that of the Ideal, or that which the individual would "like" to be. Two questions arise in connection with defining the Ideal self; (1) How are the individual's goals or aspirations established? and (2) Once they are established, how do they affect the individual's reaction to his behavior?

THE RESULT OF "SELF" AND "PHYSIOLOGIC" DEVELOPMENT (INTERNAL FACTORS)

To know how a given event will effect an individual, his goals and expectations must be determined. It could be

postulated that individuals entering the military without reasonably complete sets of goals and aspirations could be at a disadvantage when leaving the service, having completed the building of their value and reward system on the rigid military life-style. This life-style conforms very little in expected behavior or point of view with the real world, which is often hostile and unforgiving of the person who is unable to cope and conform upon entering.

Finally, it must be stated that although it is helpful to examine the self in segments as listed above, the normal self is a cohesive whole, functioning as a unit, and presenting a single image to those who view it. Additionally, all of the five subsets of SELF described above interact continuously.

Personal identity formation, which represents the process of clarifying and becoming aware of one's personal values occurs simultaneously with the anxiety resulting from physical and hormonal changes and all extremes of results can be seen. They range from adolescents who succumb easily to mute acceptance of their parents' values¹⁶, to those who seek relief from the strain of it all in drugs.

THE FAMILY RELATIONSHIP

An important aspect of development of the individual is the family circumstance from which he comes. Not taking into account material circumstances, which have an impact of their own, family

authority and relationship structures fall into three general categories. They are Authoritarian, Democratic, and Permissive.

Individuals coming from Authoritarian family relationships, especially those which last into late adolescence and even early adulthood, have been observed to demonstrate resentment of discipline and impulsiveness.¹⁷ Additionally, these individuals have tendencies toward juvenile delinquency.¹⁸

The Democratic family relationship is one in which the adolescent is consulted in family matters, given a fair share of autonomy, and is disciplined verbally rather than physically. Self-confidence and sound rational independence are the hallmarks of individuals from this type of environment.¹⁹

On the other hand, permissive households, where little or no parental control is available or exercised, produce children with little respect for parents, and little desire to carry their share of the load. These same individuals tend to blame others, especially those in authority, when things go wrong. They cite lack of support or insufficient guidance for their bad fortune or poor performance. They also tend to be resentful of authority and insecure.²⁰

Another family relationship aspect of individual development is the concept of Rite-of-Passage. In many societies other than our own, rites of passage are used to tell the individual and all those about him of his coming of age and acceptance into adult society. With the exception of rituals like the Bar Mitzvah for Jewish men and Confirmation for Roman Catholics, and non binding

events such as debutante comings-out, our society is devoid of formal rites of passage. These rites must have some primordial meaning, however, because American youth, in particular, have been shown to substitute other concepts on an individual basis, for rites of passage. These include developing the concept of a future, aspirations of upward mobility, and other upward achievement strivings, which when accomplished, symbolize, to the individual, that he "has arrived". Again, the independence and self-confidence exhibited by the individual can be related directly to the family circumstance.²¹

THE PEER GROUP

As stated previously, part of the mechanism of completing adolescence is a search for a personal identity. The Peer Group is a principal actor in the process of being recognized and accepted. Acceptance by peers conveys a certain assurance to the individual of the validity of the standards maintained in the psychological SELF.

Peer groups are as diverse as is society, and can be as detrimental as they can healthy. They range from cliques to crowds to gangs, etc... It is also very likely that the peer group or groups with which an individual associates or identifies satisfy a need as well as validate beliefs and standards. The process of seeking approval of peers continues within the military, where there is a strong need for acceptance, both for

psychological reassurance and a need for security and friendship in what can be a terrifying environment.

PEER GROUPING AS APPLIED TO MILITARY LIFE

It has been demonstrated many times that efficient, effective military units are a product not only of good training, but also mutual respect and confidence among soldiers developed of sound peer grouping. Likewise, when units such as this have high numbers of casualties inflicted on them, there can be far reaching psychological effects on the members who are unharmed. This will result both from the outward trauma of seeing death and injury, and the loss of persons in whose lives theirs are entwined. Individuals well advanced into adulthood should be able to accept the reality of this more easily than those who are not only chronologically young, but also perhaps late psychological maturers.

ATTITUDE DEVELOPMENT

As yet unmentioned in the description of those factors involved in personality and social development are values, socioeconomic background, and attitude formation.

Adolescence is the period when the individual firmly develops a value system.²² It has been described as the time when they self-define and validate(or not) previously learned moral principles, as opposed to simply conforming to those of their parents. It is also the time when they deeply question

society's definitions of right and wrong.²³ Keniston in his 1970 study determined that later entry into the conventional institutions of adult society helped facilitate moral development. He noted that college bound youths showed higher levels of moral development than those not headed for college. Keniston also feels that the plurality of points of view experienced in a college environment may cause many to reject simple, dualistic thinking about right and wrong and prompt the seeking of a relativistic concept of morality and truth.

LIFESTYLE EFFECTS ON ATTITUDE/VALUE DEVELOPMENT

This is not felt to be an indictment of all the world save those who attend or teach in colleges; conversely, it is used to demonstrate that there can be a stifling or arresting of morality development in the individual taken from society at an early psychological age and placed in the strict, regimented, and highly dualistic environment of military life, further to be put in terrifying combat, and then abruptly released back into society.

Another factor having great potential impact on the developing personality, according to Keniston, is the discovery of corruption, hypocrisy, and duplicity in the world, particularly if these traits are found in those who are early authority figures or who initially propounded concepts of conventional morality. This event affects everyone differently, but could be quite profound if it were to occur as a result of

military experience, away from a young person's home base, and could have a long-lasting, if not permanent effect.

The socioeconomic background has been noted to have several profound effects. Individuals from lesser socioeconomic surroundings are often plagued with low "self-concepts" initially, and further deterioration of that "self-concept" as they grow older.²⁴

Late adolescence is an age during which the formation of a value scale often becomes final. And there is common agreement among experts in the field that values, attitudes, and ideals act as prominent organizers of behavior as soon as adolescents can assimilate them.²⁵ These values are then plugged into the set of standards known as the Psychological Self as soon as they are brought into focus.

THE "SOLDIER" IS BUILT UPON THE FOUNDATION OF THE "PERSON"

It seems reasonable then to accept that the individual's reactions to the military environment are largely a product of the moral, ethical, and religious inputs, which, along with his Self formation, family structure background, and Peer group experience make him what he is at induction. If this formation is flawed or incomplete, the military experience can have a host of negative effects.

The military, by nature of its mission and organization, is not an environment which is likely to foster the continuation of adolescent development. It is an institution which presupposes a

level of human development at induction, and begins its training from an arbitrarily established baseline.

Entry into the military, especially the Army or Marine Corps, are potentially highly demeaning experiences in themselves. The inductee is treated harshly, and spoken to in demeaning terms from his entry at the induction station until basic training is completed. The military psychology behind this is to break everyone down to zero, and then rebuild them into a group of "individuals" who can fight as a "unit", with a common set of standards, understandings, and unquestioning discipline under fire. Induction and training begins with the trainee being forced to give up, if only temporarily, all personal possessions. His hair is cut off, he is fingerprinted, and issued institutional clothing and a number. The dehumanizing details of the admission procedures convey to the inductee, his new, lowly status, and all the props for maintaining his socially presentable self are taken away, removing his sense of pride in his personal appearance. Further, more humility is forced on the inductee by the physical surroundings and the rituals in which he is constantly mortified. There is a total lack of privacy from continual "inspections" of personal areas, to the showers, and even going to the toilet. This is capped by complete loss of self determination embodied in having to be told everything which one may and must do, and even having to ask permission to speak before speaking. This entire process is not unlike being

imprisoned by society, and totally demeaned, for having been convicted of a heinous crime, but in the name of training.

It rewards the early maturer, for he is the one likely to be the better or more easily developed leader. It further favors the early maturer, for he is the one most likely to be self assured, fall in easily with peers, and accept the rigidity of military life with the least adverse effect.

On the other hand, the late maturer, who suffers from the maladies of low self-esteem, lack of self-assurance, a lesser ability to be accepted by peers, and lower leadership potential has a number of paths to choose from in the military. Any of these can lead to poor achievement, becoming withdrawn, and actual or perceived failure which ultimately reinforces the individual's already low opinion of himself.

CONCLUSIONS DRAWN FROM REVIEW OF THE LITERATURE

There is often insufficient formation of the personality in the late adolescent/early adult period, particularly in the late maturer and probably to a lesser extent in the average maturer to endure real combat and place it in proper perspective, vis a vis the total picture of his life. The terms Late, Average, and Early Maturer are somewhat arbitrary, and the time windows could slip several years either way.

In the case of either the normal Late Maturer or the individual who has not had a balanced environment in earlier life, a combination of removal from the environment with which he

is familiar and comfortable (or successfully coping), and interruption of his movement toward personal fulfillment can have the effect of actually arresting healthy development. This is, in part, due to the humiliating and dehumanizing treatment in early training and the placement of the individual in a highly rigid, ethically dualistic adult institution which is the military milieu. This milieu is an immediately measurable cause-effect system. This is because the inductee learns early on in his military training that conformance gains approval of those in authority. This lessens or eliminates humiliation or discomfort. Since there are only two choices, he is conditioned to learn quickly and move at the double, thus gaining the approval of his superiors and his fellows. Early, strong peer group formation is fostered, as demonstrated so often by the way soldiers have risked and lost all in the cause of each other's welfare in combat.

This sense of security, safety, and comradeship does not fit well with life in the real world. This is due to civil life being less rigid and well defined, and there usually being little impetus to develop life-or-death comradeships. And the vast majority, without combat experience, cannot empathize with these emotions. If the returning soldier did not have a well formed or properly formed personality before experiencing military life, war, and personal combat, his entire mentality has been built around the "Warrior Ethic". This ethic has no place and few analogies in civil life, with the possible exception being

certain areas of law enforcement. Whether the soldier's personality development can be described as arrested or abnormal will be a function of how far and how well he matured before the fact. In contrast, if that soldier was a solidly developed adult, war on the personal level should be a terrible experience, but not a pillar of his personality. The period of induction into the military is, however, established by conventional wisdom of when men are sufficiently developed to comprehend their orders, and physically robust enough to handle the rigors. This may not and probably does not often coincide with emotional sufficiency.

EXAMPLES FOUND IN LITERARY ART

The following sampling from the arts is a brief one. It is felt, however, that works portraying the type of problem illustrated abound in the literature emanating from all of the major wars of the modern era, and the works are therefore representative.

The first example of an art form which substantiates the hypothesis is the novel "The Road Back" by Eric Maria Remarque.²⁶ The main character is a 19 year old soldier in the army of Kaiser Wilhelm. He is mustered out after serving two years in the trenches during World War I. He had enlisted with many other young men of his town after being influenced by the nationalist fervor to defend the fatherland from its enemies. With the armistice and the return home comes frustration and a

loss of a sense of purpose. His reflections on his experiences in the front line and after the armistice are used to illustrate the varying degrees of success which he and his fellow soldiers have in their struggles to return to civilian life. The book's main theme is that although the road back is a difficult one, filled with disappointments, where there is life, there is hope. The book makes no references to the type of support required by the returning soldier from society in general or those persons closest to him.

Throughout the book, the main character and his wartime buddies, all of whom characterize different personality types, are the central figures of individual subplots. These subplots revolve around the sameness of every soldier's life, the commonality of purpose in the trenches versus each man's dissimilar background and the different life circumstances to which they return. Each character makes his way toward the normalization of his life using the wartime ethos which he developed of necessity, and struggles against a world which seems preoccupied with things which are petty and irrelevant. These men continually contrast their present circumstances with the lives they had lead for so long on the cutting edge. Their backgrounds, previous lives, and peacetime lifestyles serve as emotional baggage which slows their journeys toward normalcy and peace of soul.

Indications of arrested personality development are seen in the difficulties which Ernst, the main character, and the other

veterans of his age experience as they attempt to take up their lives where they left off. Specifically, their sense of values has changed radically. They no longer place value in society's accepted norms or institutions such as the academic standards at the teachers' academy where they resume the studies they left to serve in the war. They have also lost the unquestioning respect for police and other legal authority which characterized them as boys. They find those things which their non-veteran friends value and enjoy to be shallow and unrewarding. They do, however, cherish and often refer fondly to the hardships which they endured together and the unswerving loyalty which men who have served together in the trenches have for each other.

Their normal psychological development has been arrested and that process has been diverted in an abnormal direction due to the need to survive both physically and emotionally in an abnormal circumstance. The experiences in a combat environment were so intense as to have provided strong input into their psychological self, that part of the self which provides standards. Many of the standards developed in the wartime experience have no parallel in civil life, especially in peacetime. Further, very strong peer group acceptance, far different from any found in the normal existence of an adolescent, was formed. This adaptation took place during the tumultuous and formative period of their adolescence, overwhelming and possibly displacing yet additional sub-elements of personality development cited in the review of the literature.

The next example is found in the motion picture "The Best Years of Our Lives."²⁷ This story portrays the struggles of three veterans following their return from World War II. The story is an attempt to tell the people back home that there will be many veterans returning from the war and each will have to conduct his own personal struggle to return to society. An additional theme is that these veterans won't ever be able to take up where they left off, but must be helped to gain a new place because they aren't precisely the same men who went off to war.

One of the three veterans in the story is a banker with a well established life and partially grown children. His is the easiest transition because he has a strong support base which includes financial security, a job to return to with respected colleagues, and a compassionate and patient family. This character's circumstances are highly idealized, and probably represent the minimum requirements for every veteran to return to society with the least amount of trauma. He still has difficulty becoming comfortable with his surroundings and great patience is required of his family and friends to help him find his way back to reality.

The second veteran is a much younger man, but he too comes from a sound background consisting of patient parents, material security, and a girlfriend whose love for him has not been affected by the loss of both his hands in combat. This veteran, whose prewar life seems to have been idyllic, has monumental

difficulty convincing himself of his own self worth without his hands. His girl and his parents play an important role in his return to normalcy by their unflagging support, expressions of love, and patience. Both this and the first case cited represent difficulties experienced by returning veterans whose prewar lives were rewarding and their personality development, if not complete, was at least balanced.

The third soldier in the story is a man whose life before the war was unrewarding and not conducive to healthy psychological development. His family was dysfunctional, his socioeconomic background was lowly, and he had no romantic interest. As a soldier, he assimilated so well that he rose from the ranks to become a Captain. He was competent and heroic, and he came home a decorated hero. However, after returning home and being mustered out, his troubles began. He found the same dysfunctional, unhappy family circumstances. The girl he'd met and hastily married on a furlough before going overseas quickly lost patience with his need for support and assistance in adjusting, and left him. Additionally, he found that his hero status didn't last long and he couldn't even find a job. His is a case of psychological development gone awry. The contributing factors can be seen in all three areas of personality development. First, his psychological self was probably overwhelmed with the input of standards and values of the military life-style. Second, his development would have suffered from lack of strong, healthy family influence. This would have

contributed to his hasty marriage to a person he hardly knew in search of love and stability. Third, he found the strong, rewarding peer group experience he'd had as a soldier could not be found in the new and unfamiliar environment. In summary, his prewar psychological development was neither balanced nor healthy, and the earlier developments were either overwhelmed or replaced by the inputs from his life as a combat soldier.

CONCLUSIONS DRAWN FROM REVIEW OF THE ARTS

First of all, every man who experiences combat is changed by it regardless of how he appears when he returns, he is not the same person who went to war. His development as it was progressing previously is arrested and/or redirected. Likewise, the society he left continued on its path of evolution. This combination of the changed man and the changing society make it extremely difficult for even the most even tempered and mature individual to reenter society without strain.

The literature points out, in both stories cited, that there is hope for many, if not most. The Remarque book indicates, however, that not all affected individuals can return. Vignettes not cited here describe the destructive pathways taken by some returned veterans. Both stories illustrate that those individuals with strong family and love interests can assimilate more easily. Veterans return in varying degrees of need and emotional fragility and these conditions are to some degree attributable to their past life's experiences and circumstances.

Society in general, doesn't participate in war, can't identify or empathize with the combat veteran, and really doesn't pay much attention to him after the initial hero's welcome - if there is one. The younger soldiers are the ones most intimately connected with actual combat, and are the most affected. However, all combat veterans need close personal and societal support to reenter society.

COMBAT STRESS REACTION

The Combat Stress casualty is defined as one who is unable to successfully cope with the perceived external threat on his life and with the emotional sequels of trauma such as prolonged difficulties in adaptive functioning, feelings of helplessness and rage, and repetitive emotional reconstructions of the trauma.²⁸

The case could be made that some or all of these conditions apply to every combat veteran, regardless of the amount or intensity of fighting in which he participated.

The point to be made here is not how or whether to draw a line separating the Combat Stress Reaction (CSR) casualty from the mere combat area veteran. Rather, it is to find commonalities in the observed syndromes of CSR and arrested development, if they exist, to better understand the human mind and cure its ills.

In this light, the CSR treatment methodology deserves review. The stages of this methodology of quickly restoring the

soldier to full functionality and emotional adequacy are easily adaptable to programs of reorientation to the non-combat environment for both returning career soldiers and separated veterans.

Briefly stated, the principles of treatment for CSR are: (1) Prompt resumption of normal and adaptive functioning, even if symptoms and disturbances are still present, (2) Reliance on natural social support or, in its absence, creating alternative support, (3) Regaining self-perception as healthy and coping while rejecting the illness label, (4) Legitimizing and encouraging abreaction, which is defined as the reliving of traumatic events.²⁹

RECOMMENDATIONS

The first two treatment principles above are applied by placing the soldier back in his unit in a fully functioning duty position as soon as possible with trusted comrades and unit members as a functioning support group. Principles three and four assert the importance of re-inculcating the soldier's feeling of soundness and self-worth while making him and those around him understand that instances of abreaction are part of the total healing picture.

Analogues of this four step approach to returning the soldier to duty as soon as possible and actively assisting in his total recovery or transition could be developed in both the active military and the civilian community.

The program within the military but outside the combat theater would serve to place men rotated out of combat into dynamic jobs with little time or opportunity to succumb to feelings of low self worth or dependency. Support apparatus both within the unit and installation would serve to reinforce feelings of health and normalcy, and provide a forum for coping with abreaction. The question remaining is how to develop an analogue to the four step CSR treatment for helping soldiers who have left the military, and who need a mechanism to guide them back to normalcy. Initially, the decision must be made to end, for all time, the individual replacement system and rotate company level units in and out of the line wherever possible; battalion level unit rotations would be preferable, for the morale and combat readiness of the battalion and the brigade. Men who train and operate together prior to combat gain each other's trust. This confidence in each other and in their leadership constitutes a dynamic support mechanism. It is not without good reason that regimental and other type unit pride and esprit has long been supported in the world's major armies.

Units or individuals relieved from combat must not be hastily processed for demobilization and separation without first having time to mentally retire from the action. These units should be first assigned to a rear area to refit, clean up, and rest before being shipped to CONUS.

Finally, combat units returned to CONUS should be assigned to a rehabilitation center for a period sufficient to accomplish

medical evaluation, operational debriefing, psychological evaluation and rest. This contradicts the way personnel have been separated in as few as 5 days after being removed from combat during the Vietnam and Gulf wars. A protracted period of post conflict rest and rehabilitation gives men the opportunity to slowly reduce the need for peer bonding, scale down intense feelings, and a liberal leave and pass policy would allow men to gradually regain the feel of the "real" world.

The next important step is a change in military obligation policy, requiring participation in a Reserve Component Troop Program Unit mandatory for two years after completion of active duty. Participation in a reserve component unit would serve to provide a continuance of familiar surroundings and people with like experiences and needs, and the ability to empathize. It would ensure a support group mechanism and reinforcement of self-worth, and the vital environment needed to cope with abreaction.

Finally, there should be a structure added to the Veterans Administration to initiate a proactive program of post-service evaluation, counselling, and follow-up for every combat veteran. This could be made efficient for tracking veterans by cooperation with the reserve component units and headquarters which have the veterans assigned. Of course, there would be the immediate argument that an increase in funding would be required for the VA, which would not be well received in these times of cost cutting. However, this writer feels that the long term gains

both in real help for men with emotional wounds and actual cost saving due to early diagnosis and treatment would far outweigh initial expenditures. But this paper is not about cost saving. Its purpose remains to offer a hypothesis of why some men return from wars in the ways they do. Finally it is to offer a method for bringing them home in the best health possible.

Preventive Medicine has long been accepted as part of the "total patient health" picture. Likewise, the literature of Military Psychology, though often attaching different names, has long recognized and catalogued the emotional disorders resulting from combat. It is, therefore, time to initiate a new aspect of soldier support. That aspect is a chain of support for every combat soldier to help him cope with the horrors and emotional rigors of war. This chain of support must extend from his fighting unit, through the Army's Medical Department and the Veterans Administration and Reserve Component. A proactive approach as described but briefly in this paper would serve not only to immediately treat the affected soldier but also to follow his recovery after return to CONUS or even separation. This multi-agency, multi-component approach could well save a substantial amount of national treasure as well as lives.

ENDNOTES

1. A.F. Roche and G.H. Davila, Late Adolescent Growth and Stature, Pediatrics, (Philadelphia: Saunders, 1972), 50(6), 874-880.
2. C.F. Hanseman and M.M. Maresh, "A Longitudinal Study of Skeletal Maturation", American Journal of Diseases of Childhood, (101, 1961): 305-321.
3. E. Hurlock, Adolescent Development, 4th ed. (New York: McGraw-Hill, 1973).
4. J.M. Tanner, "Physical Growth," in Carmicheal's Manual of Child Psychology Vol. 1, ed. P. Mussen (New York: John Wiley, 1970).
5. D.W. Smith and E.L. Bierman, The Biologic Ages of Man, from Conception Through Old Age (Philadelphia: W.B. Saunders Co., 1973).
6. Clavsen, J.A. "The social meaning of differential and physical maturation," in Adolescence in the Life Cycle: Psychological Change and Social Context, ed. S.E. Dragastin and G.H. Elder, Jr. (New York: John Wiley, 1975), 31.
7. Jean Piaget, Psychology of the Child (New York: Basic Books, 1969), 130.
8. D.P. Ausubel, "Implications of preadolescent and early adolescent cognitive development for secondary-school teaching," in Studies in Adolescence, ed. R. Grinder (New York: MacMillan, 1968).
9. M.C. Jones and N. Bayley, "Physical maturing among boys as related to behavior," J. Educa. Psych., no. 4 (1950).
10. P.H. Mussen and M.C. Jones, "Self conceptions, motivations, and interpersonal attitudes of late and early maturing boys," Child Development, no. 28 (1957).
11. W. James, "The briefer course," in The Self in Social Interaction, ed. C. Gordon and K. Gergen (New York: Wiley, 1968), 43.
12. M. Simmel, "Developmental aspects of the body scheme," Child Development, no. 37 (1966): 87.
13. E. Claparede, "Note sur la localisation du noi," Archives de Psychologie, no. 19 (1924): 177.

14. R. Wylie, The Self Concept: A Critical Survey of Pertinent Research Literature (Lincoln: University of Nebraska Press, 1961).
15. C. Gordon, "Self-conceptions: configurations of content," in The Self in Social Interaction, ed. C. Gordon and K. Gergen (New York: Wiley, 1968).
16. E. Douvan and J. Adelson, The Adolescent Experience (New York: John Wiley, 1966).
17. J.E. Horrocks, The Psychology of Adolescence, 4th ed. (Boston: Houghton Mifflin, 1976).
18. J. Kagan and M. Freeman, "Relation of childhood intelligence, maternal behavior, and social class to behavior during adolescence," Child Development, no. 34 (1963).
19. G.H. Elder, "Parental power legitimization and its effects upon the adolescent," Sociometry, no. 26 (1963):57.
20. Hurlock, Adolescent Development.
21. E. Douvan and J. Adelson, The Adolescent Experience (New York: John Wiley, 1966).
22. Jean Piaget, "The mature state of moral development," in Life Span Development, ed. Jeffrey S. Turner and David B. Helms (Philadelphia: W.B. Saunders Company, 1976), 229.
23. L. Kohlberg and E. Turiel, "Continuities in childhood and adult moral development revisited," in Life Span Developmental Psychology, ed. B. Baltes and K.W. Schaie (New York: Academic Press, 1973).
24. N.W. Brown and R. Renz, "Altering the reality self-concept of seventh grade culturally deprived girls in the inner city," Adolescence, 32, no. 8 (1975): 467.
25. Piaget, Psychology of the Child.
26. Eric M. Remarque, The Road Back (New York: Grosset and Dunlap, 1931).
27. William Wyler, dir, The Best Years of Our Lives, Samuel Goldwyn, producer; Robert E. Sherwood, screen writer. Based on the novel by Mackinlay Kantor, Glory for Me (New York: Coward-McCann Inc., 1945).
28. Shabtai Noi, "Combat Stress Reactions," in Handbook of Military Psychology, ed. Reuven Gal and A. David Mangelsdorff (New York: Wiley, 1991), 521.

29. Karl Artiss, "Human behavior under stress, from combat to social psychiatry," Military Medicine, no. 128 (1963): 1016.

BIBLIOGRAPHY

- Artiss, Karl "Human Behavior Under Stress, From Combat to Social Psychiatry." Military Medicine, no. 128 (1963): 1016.
- Ausubel, D.P. "Implications of Preadolescent and Early Adolescent Cognitive Development for Secondary-school Teaching." In Studies in Adolescence, ed. R. Grinder. New York: MacMillan, 1968.
- Brown, N.W. and Renz, R. "Altering the Reality Self Concept of Seventh Grade Culturally Deprived Girls in the Inner City." Adolescence, 32, no. 8 (1975): 467.
- Claparede, E. "Note sur la Localisation du Noi." Archives de Psychologie, no. 19 (1924): 177.
- Clavsen, J.A. "The Social Meaning of Differential and Physical Maturation." In Adolescence in the Life Cycle: Psychological Change and Social Context, ed. S.E. Dragastin and G.H. Elder, Jr., 31. New York: John Wiley, 1975.
- Douvan, E. and Adelson, J. The Adolescent Experience New York: John Wiley, 1966.
- Elder, G.H. "Parental Power Legitimization and its Effects Upon the Adolescent." Sociometry, no. 26 (1963): 57.
- Gordon, C. "Self-conceptions: Configurations of Content." In The Self in Social Interaction, ed. C. Gordon and K. Gergen. New York: Wiley, 1968.
- Hanseman, C.F. and Maresh, M.M. "A Longitudinal Study of Skeletal Maturation". American Journal of Diseases of Childhood no. 101 (1961): 305-321
- Horrocks, J.E. The Psychology of Adolescence, 4th ed. Boston: Houghton Mifflin, 1976.
- Hurlock, E. Adolescent Development. 4th ed. New York: McGraw-Hill, 1973.
- James, W. "The Briefer Course." In The Self in Social Interaction. ed. C. Gordon and K. Gergen, 43. New York: Wiley, 1968.
- Jones, M.C. and Bayley, N. "Physical Maturing Among Boys as Related to Behavior." Journal of Education Psychology. no. 4 (1950).

- Kagan, J. and Freeman, M. "Relation of Childhood Intelligence, Maternal Behavior, and Social Class to Behavior During Adolescence." Child Development, no. 34 (1963).
- Kohlberg, L. and Turiel, E. "Continuities in Childhood and Adult Moral Development Revisited." In Life Span Developmental Psychology, ed. B. Baltes and K.W. Schaie. New York: Academic Press, 1973.
- Mussen, P.H. and Jones, M.C. "Self Conceptions, Motivations, and Interpersonal Attitudes of Late and Early Maturing Boys." Child Development. no. 28 (1957).
- Noi, Shabtai "Combat Stress Reactions." In Handbook of Military Psychology, ed. Reuven Gal and A. David Mangelsdorff, 521. New York: Wiley, 1991.
- Piaget, Jean Psychology of the Child. New York: Basic Books, 1969.
- Piaget, Jean "The Mature State of Moral Development." In Life Span Development, ed. Jeffrey S. Turner and David B. Helms, 229. Philadelphia: W.B. Saunders Company, 1976.
- Remarque, Eric, M. The Road Back. New York: Grosset and Dunlap, 1931.
- Roche, A.F. and Davila, G.H. Pediatrics. Philadelphia: Saunders, 1972.
- Smith, D.W. and Bierman, E.L. The Biologic Ages of Man, from Conception Through Old Age. Philadelphia: W.B. Saunders Co., 1973.
- Simmel, M. "Developmental Aspects of the Body Scheme." Child Development, no. 37 (1966): 87.
- Tanner, J.M. "Physical Growth." In Carmicheal's Manual of Child Psychology Vol. 1, ed. P. Mussen. New York: John Wiley, 1970.
- Wylie, R. The Self Concept: A Critical Survey of Pertinent Research Literature. Lincoln: University of Nebraska Press, 1961.
- Wyller, William, dir., The Best Years of Our Lives, Samuel Goldwyn, producer; Robert E. Sherwood, screen writer. Based on the novel by Mackinlay Kantor, Glory for Me. New York: Coward-McCann Inc., 1945.